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ABSTRACT

Offered in this paper are guidelines and procedures to follow for introducing a newspaper-in-education program in the schools. Included are outlines and activities for idea presentation and staff development, suggestions for use of the newspaper in a scavenger hunt, and newspaper workshop ideas. Also included are activity sheets for use in classifying newspaper articles according to who, what, when, where, how, and why. Finally, the paper offers suggestions for creating a cloze exercise with the newspaper.
(HOD)

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Let's Make the Newspaper Connection

New York State Reading Association Convention, 1982

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To introduce the Newspaper to your School the following procedure may be helpful:

1. Present your local Newspaper in Education program to your teachers, or use prepared activities and create a program using any newspaper.
2. Decide what amount of money you have to spend. The budget category appropriate for us in New York State to order the newspaper in "Textbooks and Consummable Workbooks". (State textbook money)
3. Develop a newspaper delivery schedule with your teachers. Tell each teacher how much money your budget can afford. Plan your order with them.
Some teachers may prefer once a week delivery.
Some teachers may plan together and get the newspaper on different days so they can share copies.
Some teachers might order fewer copies and share them among students.
4. Before placing your order, see the custodian, ask for his recommendation to which door the paper should be delivered. Inform the newspaper where the papers should be delivered when you place your order.
5. Place your order in calendar form, eliminate days school is closed, field trips or special programs. Edit the dates chosen very carefully.

After the Newspaper is ordered and until actual delivery of the newspaper begins, the following procedures will facilitate introduction of the newspaper:

1. Copy daily order on calender form and give a copy to your custodian, secretary, and administrator.
2. Copy individual classroom order for each teacher. Teachers are very busy...this will help them remember it's "newspaper day".
3. Lead a Teacher Workshop with practical suggestions of how to use the newspaper in the classroom. Workshop ideas are included in this packet. A Scavenger Hunt is a good introduction to the newspaper. Edit it to meet your needs.
4. Select students to help facilitate delivery of the newspapers to the classrooms.
5. Teach newspaper demonstration lessons for the teachers.
6. Be observant: Neatly stacked newspapers are usually unused newspapers!!

Offer to do a lesson to make that teacher more comfortable using the newspaper in the classroom.

Developing Curriculum Using The Newspaper

Suggested outline for staff development activities:

- I Introduction to the Newspaper as a Tool to Develop Curriculum NIE
- II Organizational Patterns
Ordering Schedules, Pre-planning, Follow-up
- III Newspaper: Development of Literal Comprehension Skills in Developmental Reading Program
- IV Gifted Program and the Newspaper: Using Higher Level Thinking Skills
- V Newspaper: Tool for Test Taking Preparation
Cloze and Standardized Achievement Tests
Structure - Process - Organization - Creation of Materials
- VI New Social Studies Curriculum
Special Grade 4 Program - Long Island/Community Studies Program
- VII NEWSDAY's Writing Program
- VIII Using The Newspaper To Teach Organizational Skills
- IX Subject Area Activities With The Newspaper
- X Math Activities - Computation and Problem Solving

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Newspaper Workshop Idea:

The Scavenger Hunt may be used with teachers at a Newspaper Workshop. This Scavenger Hunt would also be appropriate for intermediate aged children. Edit it to make it suitable for any grade. Everyone loves a Scavenger Hunt!

IT'S TIME FOR A SCAVENGER HUNT!!

Each team has a large sheet of paper, and each person has a newspaper. There are glue sticks and jars of rubber cement handy. When the signal is given, start searching! Each item should be cut or torn out and glued onto your team's paper. When you are very sure that your team has found every item listed then you should put down your materials and shout, "We're finished!"

1. An advertisement for a television or tape recorder.
2. A picture of a man or woman dressed for an office or other indoor job.
3. Five adjectives that might describe the Grand Canyon.
4. A story about young people or senior citizens doing something good.
5. Five words that mean "to win" or "to beat". (Check Sports Section)
6. A classified ad for a musical instrument.
7. A news story about school or college.
8. Five sentences with adverbs in them. (Underline each adverb)
9. A picture of a person with a moustache and glasses. (You may draw these on the picture with your own artistic touch if you wish.)
10. A story that you would not see in the newspaper during a different time of the year.
11. A comic strip that you think is very funny.
12. A headline that is about a political race or issue.
13. Five sentences where you have drawn a line between the subject and predicate.
14. A picture of something delicious to eat.
15. Five words that make you feel restful or peaceful.

Newspaper Workshop Ideas

"How Would You Teach This Skill Using The Newspaper?"

Create your own learning situation for using the newspaper.

Make it appropriate for your youngsters. What skill did you teach yesterday? Could you teach this skill using the newspaper?

1. You are ready to teach page 91 in *The Way Of The World*, the Level 10 text in the Holt Basic Reading Program. The skill you are to teach is:

"Recalling Details About Characters and Events
in a Selection"

How would you teach this skill using the newspaper?

2. You are ready to teach page 22 in *Riders On The Earth*, the Level 15 text from the Holt Basic Reading Program. The skill you are to teach is:

"Identify meanings of prefixes"

How would you teach this skill using the newspaper?

3. You are ready to teach Unit 18 in *Keystone*, Level 5 text from Houghton Mifflin. The skill you are to teach is:

"Reading Maps"

How would you teach this skill using the newspaper?

4. You are ready to teach Unit 1 in *Keystone*, the 5th Level text from Houghton Mifflin. The skill you are to teach is:

"Recognizing Base Words"

How would you teach this skill using the newspaper?

5. You are ready to teach page 32 in *Racing Stripes*, a reading text from Scott-Foresman. The skill you are to teach is:

"Assess Place, Time", (When & Where)

How would you teach this skill using the newspaper?

6. You are ready to teach page 49 in Level 14, Freedom's Ground the text from the Holt Basic Reading Program. The skill you are to teach is:

"Identify the Main Idea"

How would you teach this skill using the newspaper?

7. You are ready to teach Unit 12 in Medley, Level 4 text from Houghton Mifflin. The skill to be taught is:

"Recognizing Compound Words"

How would you teach this skill using the newspaper?

8. You are ready to teach Unit 2 in Medley, the 4th Level text from Houghton Mifflin. The skill to be taught is :

"Using Context To Get Meaning"

How would you teach this skill using the newspaper?

9. You are ready to teach Unit 5 in Medley, the 4th Level text in Houghton Mifflin. The skill to be taught is:

"Noting Important Details"

How would you teach this skill using the newspaper?

Who
what
when
where
how
& why

Name _____

Date _____

1. Select: one article from the front page.
one article from the sports page.
one article of your choice.
2. Paste the three articles on this sheet.
3. Underline the who in each article.

Name _____

Date _____

1. Select: one local news article.
 one state news article.
 one international news article.
2. Paste the three articles on this sheet.
3. Underline the what in each article.

Name _____

Date _____

1. Select: one article from the front page.
 one article from the Editorial page.
2. Paste the two articles on this sheet.
3. Underline the why in each article.

Name _____

Date _____

1. Select three articles of your choice from the newspaper.
2. Paste the three articles on this sheet.
3. Underline the where in each article.

Name _____

Date _____

1. Select: two articles from the front page.
two articles from a sports page.
2. Paste the articles on this sheet.
3. Underline the when in each article.

Name _____

Date _____

1. Select an article.

Cut and paste the article on this sheet.

2. What is the main event of the article?
3. Where did the event take place?
4. When did the event take place?
5. Who was involved in this news situation?

HEADLINE	WHO?	WHAT?	WHERE?	WHEN?
16				17

NAME OF COMIC STRIP	WHO?	WHAT?	WHERE?	WHEN?
18				19

NAME _____

DATE _____

Paste a PHOTOGRAPH with a CAPTION here:

Read the CAPTION under the photograph
Does it answer the five W's and H?
Write the answer to each question on the line next to it.

Who _____

What _____

Where _____

When _____

Why _____

How _____

from Page 4

models of carriers, jetfighters and

is not usually dramatic, and more not, he does not get credit for it. In- l, like others in similar positions, uence is directly proportional to his to let others take the credit. But the real.

programs turn out to cost more than the ally estimated or to be technically de- oeil alerts the undersecretary not to advise the secretary t is our job to tell the secre ts are with a program and t ations on what can be don

to do with what type of system do we really need than in working only on individual projects."

At the moment he is on the cutting edge of the most intense and divisive debate in the Pentagon today: What size and what type of Navy should be developed? O'Neil is skeptical about whether the Navy should be spending billions of dollars to produce a new fleet of surface ships as Navy Secretary John Lehman has proposed. He argues that the aircraft carrier—the backbone of the Navy in World War II—is too vulnerable to modern guid-

which he helped the Navy solve the managerial problems involved in developing a new lightweight torpedo. The program is extremely important because of the great advances of the Soviets in developing submarines. The new Soviet submarines are bigger, faster and able to dive deeper than anything they had before, said O'Neil. The Navy program to develop the new, lightweight torpedo relied on an "immense advance in technology." But O'Neil's office found that the program was seriously behind schedule

managed. The defense secretary was ill it.

and people in his office helped the he contractor restructure the program. the problems were solved. he went to convinced him and former Defense Sec- old Brown that the program should re "This is an area in which the Union s always had an advantage," said nd we feel it is very, very important to our advantage."

O'Neil came to the office a decade ago first projects was to help evaluate the posed surface effect ship—a ship that t on a cushion of air. It was a delicate t because the ship was a pet project of o Zumwalt, who was then chief of nava l, the No. 1 position in the Navy. There dible technical problems with the pro walt wanted it built whether the law permitted it or not," said O'Neil.

ivy personnel assigned to the surface), while aware of the problems, als e that their Navy careers could come t if they bucked the chief of naval opes was up to the civilians in the defens s offices—in this case, Will O'Neil an pes—to define and highlight the prob

did it by demonstrating why the pr l not work technically and what th ent problems were. "I just tried to add chnical and managerial realism," say dy goal was to get all the people ir address these problems as well as th ection of what we were going to do wit ince we had it."

d of such a project—and this is a mai O'Neil's—the battle of the surface effe ed eight years. It wasn't until the fir jet that Defense Secretary Brown, loo

ing to save money, cut the program. But by br ing out the problems, the Office of Naval Waria prevented the Navy from investing hundreds millions of dollars in a ship that would not ne worked well.

Even after all his years on the job, O'Neil as he is still awed by the scale of the Pentagon. No ing is ever easy or simple. Projects always h many different casts of characters including t only the Navy and the defense secretary's off but the Congress and contractors as well. De sions, when they are actually made, take year

"The scale of the Department of Defense job just enormous—I don't think anybody can q comprehend the size of it all," said O'Neil. I been here more than a decade, and I think I'm beginning to understand how things really work

The newspaper can be

used for making a CLOZE

exercise. Teachers and

will have

fun creating paragraphs

with words.

Let's try it!

modified by the civilian in the defense secretary's office, especially when the Navy believes it is being cut at the expense of one of the other services. "From the Navy point of view, you are the bad guy," said Gerald Cann, the principal deputy assistant secretary of the Navy for research, engineering and systems.

But Cann, who formerly had O'Neil's job, believes that O'Neil serves a useful purpose. "Will has been a very successful irritant," said Cann, who has worked with O'Neil for nine years. "He is good at getting the system geared up, if nothing else, to fight what he says, forcing people to think and to provide a focus. He is a very valuable kind of person to have in the system."

One illustration of O'Neil's work, according to Perry and other colleagues, is the manner in

stance, Perry says that O'Neil in convincing the Pentagon acoustic detection systems to es and to continue to devel at torpedo that can counter th marine threat. He was able which technical and manage hose programs could be solv says that he could be ear the \$58,500 paid to top-lev that he stays in the Pentag the sense of being in the mi of working on the central qu ense. He is one of those people work 18 hours a day, and hi reflection of his professional ry of warfare and his advoca elligence matters. O'Neil says e now will affect the manne es are fought in the next ce he says, if the United State lve technical problems with i ginning of World War II, the

ight have been shortened by six months. as a child I was interested in military nd, in particular, World War II," he said. member listening to newscasts about the child." He combined that interest with ade in science and technology and, after ng from UCLA, went to work in the California defense dustry. He also e Navy, serving on the ammunition ship —"the only evidence of official humor I nd in the Navy," he said.

as in 1968 that he accepted an offer to Washington as an aide to the secretary of y, at a 25 per cent cut in pay. "Frankly, I ing awfully bored and frustrated in in- said O'Neil. "I found that I was much terested in dealing with questions having

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HOW TO CREATE A CLOZE EXERCISE

USING THE NEWSPAPER

1. Select an appropriate article in the newspaper.
2. Clip and mount the article on white paper.
3. Make two copies on a copy machine, one will be your key, the other will become a CLOZE exercise.
4. Use "white-out" on the words you wish to delete. Choose your deletions carefully.
5. After the "white-out" dries, type or draw a line where the word is missing. Number the blank spaces.
6. List missing words on the right side of the page; or, create multiple choice words for each answer keeping syntactic and semantic clues similar; or, eliminate entirely any words or clues.
7. Remember:
 - *Frequent deletions make the exercise more difficult.
 - *Do not delete in the first sentence of a paragraph.

Newspapers, by their very structure are excellent tools for teaching the use of context clues, the value of the topic sentence, and the interpretation of a well-organized paragraph.

Our purpose is to actively engage the students in using the CLOZE process. In order to stimulate their thinking, carefully worded questions are necessary.

SUGGESTIONS HOW TO USE YOUR CLOZE ARTICLE

1. Give children the newspaper article with no deletions, let them read it silently. Then give them the same article you have created into a CLOZE exercise. Discuss:

What word have you selected for the blank space?

Why have you selected it?

What other word could be used?

How do you know your answer was correct?

2. Give children the CLOZE newspaper article.

Instruct them to read it silently.

Then, discuss each answer they have placed in the blank spaces.

(same as above)

3. Give children the CLOZE newspaper article.

Ask them to read it silently.

Then, ask them to choose words to fill the empty spaces and change the meaning of the paragraph.

What word do you think belongs in the blank space?

How could you change the meaning of that paragraph (or sentence)?

Let's try to substitute a word or phrase.

4. Let the children choose articles for CLOZE exercises. They love to use "white-out" and are very discriminating when selecting words to delete.